

Weekly Statesman.

AUSTIN, TEXAS.

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HOW OTHERS ARE HELPING THE HOME.

The railroad and traveling men of Texas, who are banded together in an association in aid of the Confederate Home, held their regular weekly meeting last Sunday in Dallas. At the meeting the widest range of discussion was had, indicating how general was the work the association was doing for the Home and how generously its members were devoting, not only their time, but their money, to the cause. They propose there shall be no expenses except of the most indispensable kind, connected with their collection of these funds. The association is a permanent affair, bent upon firmly establishing the Home with a good endowment. One set of resolutions they adopted show what outsiders are doing for the Home and they are reproduced with the full weight such editorial advertisements may give. They read:

Whereas, the Thompson Comic Opera company, of New York, very generously gave two benefits to the ex-Confederate Aid association; and

Whereas, we feel that we can safely commend the Thompson Opera company to the theater-going people of Texas as a company of first-class artists; therefore be it

Resolved, That we hereby extend to Mr. Thompson and each and every member of his excellent company the thanks of this association for their generous effort in behalf of the inmates of the Confederate Home, and would bespeak for them a liberal patronage in their tour through the state.

This opera troupe will shortly visit Austin and our people should by their attendance show how Austin can appreciate such generous action. While strangers are thus doing so much for the maimed and poverty-worn heroes of the state, what should we, who boast the name of Texans, not be willing to do and if need be, sacrifice and suffer in the cause?

CONGRESSIONAL PROBABILITIES.

The New York Tribune some time ago addressed an inquiry to Republican members of the next house asking if they were or were not in favor of the president and congress assuming entire charge of Federal elections in place of the states, which now run them. Out of nearly one hundred replies all but four and a few non-committal were in the affirmative. In other words, the great body of the dominant party as represented in congress favors this dangerous and unnecessary step in the direction of consolidation—one of the most pronounced schemes of increasing the power of the central government that have been undertaken since the war of 1861. Will it be accomplished? Probably not just yet until the debauchery of the ballot and popular corruption can be carried to still greater lengths than now. As regards the approaching congress, it seems likely that the smallness of the Republican majority in both houses, the opposition of some of the Republican members, as notably Blaine, and their non-possession of the two-thirds majority will be the only thing that will shield the south from the dangers of this and other dangerous legislation. The Democrats will be strictly on the defensive, and though a minority, it will be a minority sufficiently powerful to defeat a movement like that of the Federal government assuming, or rather usurping, absolute control of congressional elections—a movement that bodes as little good to the northern masses as to the white people of the south, against which latter it is especially directed. It is some indication of better things to see that at least a few of the Republican members of the house, as shown by the replies to the Tribune, are opposed to such reckless and dangerous legislation.

THE CHEROKEE STRIP.

The message of Chief Mayes delivered to the Cherokee council yesterday at Tahlequah, is nothing but what is fair and just so far as relates to the sale of the outlet to the government of the United States which the commissioners of Uncle Sam have for several months been attempting to accomplish. Mayes has all along been opposed to parting with these lands which he holds expressly forbidden by the Cherokee constitution. He is nevertheless willing to refer the whole matter to the Cherokee people, which he says he will do by authority of the council. The chief throws on that body the responsibility of taking the initial step towards the sale of the strip.

Mayes states the truth in his message, when he says that when the different tribes were moved into this

magnificent territory, it was the express understanding with the Federal government that they were not to be disturbed in the possession of these lands, and ought not now to be forced to sell them. He is right. The government should keep its faith with these Indians, and neither swindle them out of their lands nor allow it to be done. But in this instance it does look like the white man was determined to override the Cherokee constitution and the treaties with the Indians, which should be held sacred and inviolable, in order to grab vast reaches of country, now becoming valuable made so by the railroads now crossing the territory.

IF CONGRESS SHOULD NOT FAY OR.

Colonel James B. Simpson, of Dallas, is reported to heartily agree with ex-Galveston Major Ernst, to the effect that congress will never stop the dribble harbor appropriation system it has long pursued and vote a bulk sum for any one point on our coast. He draws this conclusion from the expected combination of present established ports and of all the railroad systems of the country in opposition to any such competition as our port would prove. He concludes, if Texas is to have a port, she must dig it herself, and he advocates a constitutional amendment permitting the issuance of twenty million dollars of bonds for the construction of two ports—one at Galveston, the other at Aransas Pass. He figures that the harbor dues would pay interest and sinking fund on loan. Much against our will, we fear he may be correct in his estimate of the power of the combined capital and influence of the vast money powers owning the railroad systems of the country, and the great interests at central ports. But if he is right about it, Texas is only forced back upon what she can with ease accomplish and what in furthering her true welfare she must perform, found her own ports. They would at once prove paying investments. The only questions would be the method of raising the money—and the determination of the sites of the ports. Dallas has spoken for Galveston and Aransas Pass—the rest of the state might not agree.

An old Confederate Home veteran who styles himself "on furlough" for the past six months, and to whom THE STATESMAN goes gratuitously, writes us: "I have sent to Tennessee, Mississippi, Georgia and Kentucky over one hundred copies of THE STATESMAN, and have received twenty-three letters in regard to Austin and the state. I did it so those people could see the advantages of the Lone Star State as compared with the old red hills of the older states." That man should not be an old decrepit soldier, stranded by life's ebb tide. He has in him the spirit of true nineteenth century vim and enterprise. How many of the younger people of this city and state does this example put to blush? Texas, and every county and city in it, wants people; the inducements for immigration are here, and we should not be slow to let the world know about them.

It is a pity, pity, a veritable pity the San Antonio fair had to open under such unpleasant conditions of weather. But there must be a sun behind this cloud of ill omen. If persevering merit could woe the god of storms to smiles, then should he beam on the fair association with a radiance of joy, outshining the brilliancy of the lightning's flash. He cannot prove obdurate. All Texas pleads with him in San Antonio's behalf, and he must yield.

THE Nagle case has been advanced on the docket of the supreme court of the United States and will soon be reached. In that decision are involved questions of state rights and Federal jurisdiction of more profound import than has been imagined by those who have considered the killing of Judge Terry in its criminal aspects merely.

It seems to have been a victory for the Democrats all along the line. At a late hour last night Virginia was safe, New Jersey triumphant and New York gallantly aligned, while the Republicans of Ohio were in consternation. The administration at Washington yesterday picked up no crumbs of comfort.

BUSINESS will pause today while the circus stops and rolls by. Old men are simply mature boys, and the circus has charms for all.

Don't let neuralgia and rheumatism get rooted in the system, but kill them with Salvation Oil.

Hot drinks should be avoided in cold weather. They have a tendency to weaken the lungs and throat. Take Dr. Bull's Cough Syrup for coughs.

PROF. COOPER

DELIVERS AN ABLE SPEECH AT THE AGRICULTURAL AND MECHANICAL COLLEGE.

His Subject, "The Public School and the State," Admirably Treated.

Last night at Bryan Superintendent of Public Instruction Professor O. H. Cooper, on the occasion of the opening of the Agricultural and Mechanical college's new assembly hall, delivered the following most exhaustive and able historical and analytical sketch of the public school system of the United States and of Texas:

"The progress of popular education and the progress of democracy have been inseparable. 'The movements toward democracy which have mastered all the other political tendencies of our own day are not older than the middle of the last century; and that is just the age of the now ascendant movement toward systematic popular education.' These pregnant thoughts of Woodson Wilson in the November Atlantic indicate the vital connection between the general diffusion of enlightenment among the people and the stability—nay, the possibility of free institutions. The public school is at present one of the essential conditions of general enlightenment.

Printing, steam and electricity are the mighty allies. The public school and the progress of the industrial revolution, the communication afforded by the mastery, through science, of time and space are the vital forces which have made public opinion well nigh omnipotent in America. The public school in the last twenty years has the common schools of Germany and France been made free—that is, supported exclusively by taxation.

We derive much valuable knowledge concerning the content and method of instruction from the old world, but the development of the administration of our system must come from within, not without. The public school is one of the products of the spirit of Christianity working among a free people, an instinct for progress and faith in its capacity for 'seeing clear and thinking straight.' It is not perfect or complete, but it is steadily growing in excellence and power.

The public school is no exotic in the United States or in our own state. It is indigenous to the whole country. The germ belongs to the whole country, though it has developed more rapidly in some sections than in others. It is a product of free and sovereign state. Institutions are deeper and more abiding than constitutions. Constitutions, if permanent and valuable, must rest on institutions. Institutions originate in organic social conditions, and are not the result of legislative enactments. In time spontaneous usage and legislation mingle with each other and interact, each modifying the other. Such has been the history of the public school development.

In the colonial period schools were chiefly enterprises for private gain, aided in some instances by charity, either public or private. The colonists simply transplanted to their new homes the usages and traditions of the lands from which they came. The early history of the colonies is a history of the struggle for the adoption of the Federal constitution in 1789 five of the original thirteen states had recognized the duty of the state to foster education, and had placed the principle forever in their state constitutions. These states were New Hampshire, Massachusetts, Pennsylvania, North Carolina and Georgia. All of the original states had recognized the principle in legislation, and all, not only of these, but of the free people of the world, have been added, have implanted in their organic law the duty of the state to provide for public education. The first step from the private to the public school idea was made when the state began to make provision for the education of the poor. The duty of providing for their own children.

This plan was current throughout the country, with insignificant exceptions, during the earlier years of our history. Its gradual abandonment indicates the growth of the sense of the supreme importance of the necessity for the general welfare with the recognition of the doctrine of equality and fraternity. The schools for the indigent were known as 'pauper schools,' created a class feeling and were felt to be repugnant to the progress of the American democracy. They have been long since abandoned in our fair and noble southland, partly because the importance of common school education was understood, and partly because our 'peculiar institution'—slavery—fostered and perpetuated the products of a caste system. The first quarter of the present century the movement began, which resulted in the present development of the doctrine of the duty of the state to 'provide, at the common expense, for the complete elementary instruction of all classes, just as it provides for the protection of all.' The beginning of concerted action was made by the organization of the 'Public School Society' in New York in 1817. It was carried forward by the genius and enthusiasm of a few men at the head of the movement. Dr. Edward Gallaudet, whose noble work for the education of deaf mutes has made his name immortal, and Horace Mann, who, lecturing in city, village and hamlet, earned a place in the pantheon of our greatest benefactors, committed New England forever to the doctrine that the property of the state should educate the children of the state. Many of the states, however, lingered for nearly half a century on the way, giving 'partial support' to all, leaving to each some additional expense, much or little, to bear. This gradually was the transition made from the private school, in which all expense was borne by the parent to the public free school, in which the expense was borne by the state, or some municipal subdivision of the state.

The theory of public education was clearly understood and accepted long before the practice conformed to it. Thus is illustrated the truth that institutions are the result of ideas, or, conversely, that ideas are the result of institutions. The contest still continues when public spirit is at a low ebb and the necessity of an education in such a government as ours is not fully understood. These conflicts, though important and vital in certain lines, are but the inevitable when viewed with reference to the whole country, and disappear with the growth of popular intelligence.

Somewhat less rapidly than the growth of the doctrine of governmental support of education has been that of the consciousness of the necessity of thorough governmental supervision, but this, too, is now universally understood in a more or less dim way, and it will grow clearer as we progress.

The development of public schools in Texas differs somewhat from the general history of the movement in the United States. The necessity of public education has never been more clearly recognized than it was during the years when the Anglo-Saxons were wresting this noble land from dominion of Mexico. One of the grounds of their determination to break the ties which bound them to that ill-starred nation was the failure to provide a system of public education. They hold it to be an axiom in political science that civil liberty and self-government could not survive unless provisions were made to maintain and perpetuate popular intelligence.

They planted in their consciences the doctrine that the highest legislative authority in the state should establish a system of public education. The nascent nation was thus consecrated at its birth to education and freedom. During the period of the republic the foundations of our splendid

agrarian endowments of education, both elementary and higher, were laid. A system of public schools was devised and but for the troublous times that followed and the blight of slavery, I doubt not that Texas would long since have developed a system of public education as complete as can be found on this continent. For the constitution of 1845 contained provisions for public schools far in advance of most of the state constitutions of that period. It made it the imperative duty of the legislature to provide for the education of the people, and the legislature might not avoid the responsibility set apart a fixed proportion of the general revenue as the minimum which the legislature might appropriate. The sentiment of public education, as revealed by the debates on this article of the constitution, for when one member of the convention proposed to limit the blessings of the public schools to 'those who were able to give their children the rudiments of an English education,' he was overwhelmed by the voice and vote of Hemphill, Wheeler, Kusk, Henderson, and a host of others scarcely less illustrious, and the principle was established in the constitution of our beloved state that public education is not a charity to be doled out to the poor by the state, but a debt which the present owes to future generations—the duty of the state to the protection of society and free government.

But the legislation of the period between 1845 and 1846 fell far below the high standard set by the constitution of 1845. The system inaugurated by the act of 1845, if it may be called a system, was based on the idea which was discarded with so much emphasis by the convention, that aid should be given only to those whose parents or guardians were unable to provide the elementary instruction. The causes which rendered the constitutional provision practically imperative during this period need not be discussed, but doubtless they resulted mainly from the sparseness of population, the isolation of the planter's life, and the fact that whatever was good in education must come from abroad, and the zealous promotion of education by the various religious denominations. The war of secession strengthened the sentiment of education throughout the south. Union of effort and sympathy was developed, suffering and in common endeavor, developed the sentiments of equality and fraternity and destroyed the extreme individualism which in the past had prevented the growth of the system. The leveling effect of general poverty made men more willing to unite for the common good. Accordingly the constitutional convention of 1869, one of the most representative bodies of men ever gathered in this state, required that public schools should be supported by taxation. The constitution of 1869 retained this provision but broadened immeasurably the basis by consecrating to public education one-half of the imperial domain of this state. It created the office of superintendent of public instruction and established the board of education, to which the largest discretionary powers were given, subject only to legislative regulation. The story of this brilliant but short-lived attempt of the state to re-establish the system which solves the organic basis of government is too well known to require narration here. In 1880 another constitution was formed. Under this safe and stable foundation of a system of public instruction which has been drawn from reality, changed and a system of administration inaugurated which, excellent as some of its features were, was not in accord with the genius of our people.

Such cursory study as I have been able to give to this system leads me to the conclusion that it was modeled after the European systems of absolute authority rather than after the best examples of the American public school system, which is unique in its character and one of the products of American democracy. Hence, under this system little progress was made in developing the public school as an organic institution. When the change came, and the majority of the people resumed power, the system which had been drawn too far towards arbitrary organization, swung too far in the opposite direction, and if the public school had not been an institution of the people, it might have been permanently impaired. This vital institution of a free people, which had been drawn from reality, changed and a system of administration inaugurated which, excellent as some of its features were, was not in accord with the genius of our people.

Having thus briefly outlined the history of the development of public education in our state and nation, let us examine more closely the legal status of the public school. In the discussion of this important subject I shall endeavor to sum up the general results of the development of the public school from the earliest times to the present, and as such conditioned by the 'support, the restraint, the regulation, and the direction of the law of the land.'

THE FEDERAL GOVERNMENT.

There is no mention of public education in the constitution of the United States, nor has the general government ever exercised in any way to control the public schools. This fact must not be attributed to any indifference on the part of the illustrious men who framed that immortal instrument to the importance of general enlightenment in a free government. It is due to the great statesmen of that period failed to give some notable expression of their profound conviction of the supreme importance of education. We must conclude that, while they recognized its importance, they concurred in believing that the Federal constitution was not the place to provide for it. The support and direction of public education have thus been left by the constitution among the 'powers not delegated to the general government, but reserved to the states and to the people.'

Such decisions of the Federal courts as relates in any way to the public schools are decisions construing the fourteenth amendment to the constitution. These decisions support the right of the states to provide separate schools for white and colored children and require that equal facilities shall be provided for both. These decisions in no way concern the general governmental duty of the state and the people. This duty is imbedded in the organic law of every state in the Union, but the manner of performing it is shown by the statutes relating to the public schools and the decisions of the courts and school officers by which they have been interpreted. No two of the states have identical laws, yet the principles running through them all which, as generally accepted, constitute the outlines of the legal status of the public schools in the United States. These states have inherited a common jurisprudence from the laws of the original thirteen states. School laws of the newer states have been largely copied from those of the older, the decisions of the highest courts in one state have served as precedents in other states, and thus has grown up a system of legal school jurisprudence which has a separate character and autonomy of its own.

The responsibility for support and direction of the schools rests on the state. Whatever may be the amount of local aid granted in the administration of the schools it must never be forgotten that such local aid derives its legal validity from the fact that the state delegates its power to do so. If the state so far forgets its duty as to separate localities as not to enforce the establishment of reasonably good schools wherever they are needed, it is false to the principle on which public education is based and is guilty of self-stultification. But in so far as it is a duty safely left to the state to leave and should leave certain matters to the qualified electors or the officers

chosen by them, thus educating the people in the art of self-government and ordinarily producing the schools best suited to the needs of each locality. The delegated power is limited to what experience shows may be safely granted without imperiling the general policy of maintaining the school free and accessible to all. Thus it will be seen that public schools are neither national nor local institutions. They are state institutions, deriving their authority and support from the laws of the state. Under the law persons in charge of the schools have the authority to all things which are necessary to the general purpose of the system. Some of the powers and duties are, provision of building and supplies, the training and employing of teachers, the time of sessions, fixing the course of instruction and classification of pupils.

The individual parent has no legal right to impose his individual whims on the school. Under the law the school authorities should show proper deference to the wishes and views of parents, but the determination of the classification and studies of the pupil who is placed by the parent in the school belongs to the school and not to the parent. If the parent is not satisfied and the teacher fails in error, the party is open to the highest educational authority for the correction of the error. The parent has no more right to interfere with a school than a citizen has to interfere with a court of justice. If regulations are unreasonable they may be attacked and abrogated at the proper time and place; if the law is defective, it may be changed by legislation as other changes are made under our system of government. But until such changes are made the law must be observed and the regulations must be observed by all persons seeking its advantages or coming in contact with it.

On the other hand, the school system has responsibility commensurate with its authority. It is bound to provide suitable buildings, that is, buildings which protect the children in point of health and comfort. The important feature of the legal status of the schools has not yet been fully accepted in Texas, and it is at this point that our system is at present weakest. The public cannot assume the care of the children and avoid the responsibility of so housing them as to protect them from bodily harm.

Discipline must be maintained and physical force may be employed when necessary; but punishment cannot be excessive or brutal, or it becomes an offense which may be avenged both by civil and criminal law. School officers are subject to the same general rules which apply to all official conduct. This responsibility is not generally understood. The legal liability of the school system, its officers and teachers, is much greater than is commonly supposed, and it will increase as the system develops.

The public schools stand in the same relation to every citizen and to all the public. As the public highway is open to every citizen, so the public school is open to every citizen on the road to knowledge. Every citizen is under obligation to maintain and equality of right in the employment, is the legend which the law would write across the front of every public school house. The road to learning is the common property of a people and is to be kept open to all, in words, in opinions, in morals, in means, in creeds, differing even in the power to improve their conditions and the power to influence circumstances about them.

But no matter what one's rank or station, no matter whether the president of a nation or the man who watches the track, no matter with what church he worships or whether he worships at all; no matter whether a Democrat or a Republican, or a prohibitionist or Greenbacker, or a labor agitator, or a religious wump, his legal obligations and his legal rights are as fixed and inviolable in the schools as upon the public highway. In each case he must help make the road for all, in each case he must put his foot on it which will prevent or interfere with another's use. In each case he must use it in a way consistent with like use by all the rest.

Hence, the public school must be strictly non-sectarian. No act of any public school officer or teacher can abridge in any degree the perfect religious freedom which inheres in our institutions. In our public schools the rights of the Protestant, the Catholic, the Jew, and the Agnostic, are the same. Theological dogma, in its all sound moral development must be based on religious training. We need not dispute the proposition, but we shall insist that the public school is not the place to give religious training. The school is only the place for the development of the individual and the citizen. Effective religious instruction belongs to the family and the church. Well ordered public schools powerfully reinforce the work of the family and the church in promoting moral development. This is of tremendous importance for moral development is an essential element in training humanity for good citizenship.

The schools promote moral development in promoting intellectual growth, and they advance it directly by commending regularity, punctuality, cleanliness, contentment, industry, obedience, respect for the rights of others and generosity and courtesy toward associates. Good schools inspire pupils with a love of truth and justice, exalt their ambition and courage and teach them by daily examples that merit is honored for its own sake. The well ordered public school is one of the most beneficent forces of Christian civilization. It does not usurp the place of other fundamental institutions, but it serves either as a crown or a base for all the rest.

"The riches of the commonwealth are free, free strong minds and hearts of health; And more to her than gold or grain, The cunning hand and cultured brain."

"Nor needs the skeptic's puny hands, While near her school the church spire stands; Nor fears the blinded bigot's rule, While near her church spire stands the school."

Permit me now to briefly review what I have been saying to you tonight. The public school has been developed in the United States from the private school, and has become one of the institutions on which all our state constitutions are based. In Texas the theory of public education antedates the state itself, and has been an essential part of all our constitutions. Our system has recovered from the disastrous effects of the extremes of excessive central authority and excessive local option, and is progressing steadily with the growth and progress of the state. The public school system is a vital institution of a liberty loving and progressive people. It has ample authority to do its work—the preservation of the state through good and intelligent citizenship. It has its responsibility commensurate with its authority.

It has its own peculiar scope and functions and cannot usurp those of other fundamental institutions. It is the most democratic of all our institutions for it is based on the fundamental doctrine of 'equal rights for all and special privileges for none.' It is unsectarian, but its work harmonizes with all the agencies that tend to the promotion of pure and undefiled religion. In this great republic there are 10,000,000 public schools and 10,000,000 pupils maintained at a cost of \$125,000,000, and owning \$200,000,000 worth of school property. In Texas we have 8,000 of these schools and 400,000 of these children, and have an endowment for public education worth \$100,000,000. Well may the New York World say:

"The work of the public schools is, by all odds, more vital and more far-reaching

in its influence than any other of any kind whatsoever. Upon its well or ill doing depends the future character of American citizenship and the destiny of the republic."

AT AMARILLO.

THE COUNTY JUDGE AND SHERIFFS AT LOGGERSHEADS—WHICH IS THE "SURE ENOUGH" SHERIFF?

Advise Asked on a Legal Point Sprung by an Officer of the Frontier Battalion.

The mail for the adjutant general's office yesterday was noticed to be particularly heavy, and among the weighty letters was the following letter, which is deemed of sufficient interest to print in full, and will doubtless serve as an interesting morsel, from a legal standpoint, for the digestion of our able attorneys:

AMARILLO, Tex., November 2, 1889.

Adjutant General King, Austin Tex.:

Dear Sir—The county judge and the commissioners have declared the office of sheriff of this county vacant on account of the sheriff not being able to make a good and sufficient bond, and they have appointed another man who has made a good bond turn. They required the old sheriff to see of everything pertaining to the office the sheriff and tax collector over in says new sheriff. Now, Sheriff Gobco right the commissioners' court has made, to accept the bond which he gave, or refuses to turn over anything to give up the office. The county judge asks me to disarm Sheriff Grees and his deputies, and to take possession of the keys to the jail. The county judge says the sheriff forty days in which make his bond, and he has failed; now the doubt with me is this, has the commissioners' court a legal right to do anything besides suspect an officer. Does not the district judge have to make this order for his removal. Would like to have you tell me what action to take in regard to this matter as the captain is not here and don't know just where to find him at present. Am very respectfully yours.

J. M. BRITTON.

In charge detachment G. B. F. B. In the absence of General King, the officials do not like to advise Mr. Britton on account of the liability that may attach by reason of obeying an insufficient order. In all probability the letter will be submitted to Attorney General Hogg for opinion on the matter.

If you have never used Carter's Little Liver Pills, get at once to the nearest drug store and get a trial. They will surely please you. Don't force this.

Mr. M.—That had he sure. He was deaf and dumb.—Pick Me Up.

DR. SCHENCK'S PULMONIC SYRUP

Is the oldest and best established medicine for direct treatment of Consumption and all affections of lungs

BECAUSE It ripens and loosens the tubercles, Rids the Lungs of purulent matter, Cleans and heals the sore spots, Makes new blood and helps circulation, Prevents other deposits of tubercles, Helps the return of flesh and spirit, Cures where other remedies fail.

Do not fail to send for Dr. Schenck's new and admirable treatise on the Lungs, the Liver, and the Stomach, with their diseases and cure. It abounds in excellent information, and will give you ideas about these vital organs and the laws of health you never had before. Sent free.

DR. SCHENCK'S MEDICINES: PURELY VEGETABLE. PULMONIC SYRUP, SEAWEED TONIC and MANDRAKE PILLS

are for sale by all Druggists. Full printed directions with each package. Address all communications to Dr. J. H. Schenck & Son, Philadelphia, Pa.

A WORD

Is the wire said to be sufficient. If this is so, it is unnecessary to go into an extended laudation of the many virtues of PE-RU-NA, the great Tonic, and the wonderful remedy in so many diseases. All that is necessary to say

TO THE

Intelligent reader is to get a copy of Dr. Hartman's "Ils of Life," and read what is to be found therein concerning the wonderful work PE-RU-NA is accomplishing in the cure of such diseases as Typhoid Fever, Dysentery, Bright's Disease, Diabetes, Biliousness, Asthma, Pneumonia and Consumption. The

WISE

Man is he who profits by the experience of others as well as his own. The "Ils of Life" is full of valuable experience concerning the good work done by PE-RU-NA. Send to the Peruna Medicine Co., Columbus, O., for it. It will cost you nothing and will save you much time, much trouble and much money.

Tutt's Pill

This popular remedy never fails to effectually cure

Dyspepsia, Constipation, Stomach Headache, Biliousness, And all diseases arising from Torpid Liver and Bad Digestion.

The natural result is good appetite and solid flesh. Dose small; effect rapid; cost and ease to swallow.

SOLD EVERYWHERE.